

**North Dakota School for the Deaf
Future Services Plan (FSP) Transition Team
Formation Meeting**

Thursday, October 29, 2009

Meeting Summary

Meeting Goals

- To establish the foundational structure and process for the NDSD Future Services Plan (FSP) Initiative –
 - Use of the consensus-based decision-making process;
 - Operational ground rules;
 - Membership roles, commitments and expectations; and
 - Timelines and meeting schedules;
- To identify the purpose and expected outcomes of the NDSD Future Services Plan Initiative;
- To receive background and historical information regarding the education of individuals who are deaf or hard of hearing in North Dakota; and
- To identify barriers, needs (information, education and research data), and next steps in the Future Services Plan initiative.

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Participants

Cindy Wetzel, Larry Robinson, Fred Bott, Holly Pedersen, David Oehlke, Terry Solheim, Carol Lybeck, James Johnson, Michelle Rolewitz, Diane Rice, and Connie Hovendick.

Unable to Attend

Helen Baumgartner and Cynthia Tastad.

Resource Staff/Planning Team

Nancy Skorheim, Carmen Grove Suminski, Gary Gronberg, and Bob Rutten.

Interpreters

Renae Bitner and Mary Heintz.

Facilitated by

The Consensus Council, Inc.

Welcome

Dr. Wayne Sanstead, State Superintendent of the North Dakota Department of Public Instruction, welcomed the participants and expressed his appreciation for their commitment, and willingness to serve. He provided a brief overview of HB 1013 (the Department of Public Instructions Budget Bill which contains the

mandate for the NDS Future Service Plan in section 37) and the 10-month process that has been established for the Transition Team. He expressed his appreciation for the effort of the Planning Team and acknowledged the Consensus Council. He wished the Transition Team well and assured every one of his ongoing support, and his anticipation of their recommendations.

Introductions

The facilitators provided the participants with an overview of the history and background of the Consensus Council, introduced themselves and directed the participants to the agency's website (www.agree.org) for additional information.

A round of self-introductions was completed with all team members asked to share not only their identifying information, but also their particular connection to the deaf/hard of hearing community, and something different, special or unusual about their name. It was observed and noted that the members of both the Planning and Transition teams shared many interconnections (personally as well as to the NDS), and they have extensive background and experience with individuals who are deaf or hard of hearing.

The basic roles and levels of the various participants/attendees were reviewed and clarified:

Transition Team – The thirteen (13) members of this group have been appointed by the Superintendent of Public instruction and are responsible for the NDS Future Services Plan conclusions and recommendations. As such they are the “fully-vested” participants who, as they are seated at the table, have decision-making authority and responsibility, and will work together to develop the consensus products of the effort.

Resource/Planning Team – The members of this group have been charged with developing the initial process and will continue to meet and work between Transition Team meetings to prepare agendas, organize materials and presentations, and provide any needed resource assistance. They will attend all meetings and provide information and resources to the Transition Team as needed and requested. In addition to the initial four (4) members listed above, Holly Pedersen and Carol Lybeck will serve as the Transition Team's representatives on this team.

Observers

All Transition Team meetings are open and will be appropriately posted. Members of the public are welcome and reasonable accommodations will be made for them regarding meeting materials and space within the meeting room. It is noted that their presence is as observer only and they will not participate in the meeting process. Their input will be solicited during a 30-minute period scheduled near the end of each meeting. Comments made by observers will be noted and become a part of each meeting's summary. These comments, along with input received through the website link, and

through Transition Team members interactions with their respective constituents and the public in general, will be reviewed and discussed as a component of each meeting's agenda. Observers are asked to be courteous, polite and respect the parameters of their role.

Consensus Council

The Consensus Council has been contracted by the ND Department of Public Instruction to provide pre-meeting planning, on-site meeting facilitation, and follow-up documentation achieving a consensus among the members of the Transition Team on agreements and recommendations leading to the development of a plan for future services to be offered by the North Dakota School for the Deaf. Staff of the Council will work closely with the members of the Planning and Transition Teams to accomplish these tasks. A summary (draft) of each Transition Team meeting will be completed, distributed to Transition Team members, posted on the NDSD Transition Team website link, edited as necessary and finalized.

General Housekeeping Issues and Tasks

- Contact Information Sheets – Transition and Planning Team members were asked to review the contact information sheets and make any necessary additions or corrections to their entry. They were asked to indicate by their name if they did not wish their contact information shared/publicized. The revised contact information will be distributed to all participants and posted/published/shared in a manner consistent with each member's indicated preference.
- Information and NDSD Website – The NDSD Future Services Plan initiative will have a website like through the NDSD website – NDSD Homepage: <http://www.nd.gov/ndsd/> (click on "Future Services") or <http://www.nd.gov/ndsd/future/>. All meeting information and notices, schedules, presentations materials, member contact information, meeting summaries, and other materials will be posted on this link in as timely a manner as possible. Additionally, a one-way email option will be included to allow all interested parties the option of submitting comments (the Consensus Council will be responsible to remove any identifying information from these comments – unless requested otherwise by the sender – and will provide the unedited material to the Transition Team members prior to each meeting). The website address will be promoted as widely as possible as an ancillary communication option/avenue for stakeholders and other interested parties.
- Future Meetings and Schedules – all future meetings have been scheduled and Transition Team members have been provided with that information and notices of all meetings will be published in compliance with North Dakota open meeting laws. The meeting schedule is also available on the NDSD website. All future meetings will be held at the Comfort Suites Motel, 929 Gateway Avenue, Bismarck, ND, (701-223-4009) unless otherwise announced.

- Motel Accommodations and Billings – A block of rooms has been reserved at the Comfort Suites Motel for each of the scheduled meetings. These rooms are secured at the state reimbursement rate and any Transition Team members requiring lodging are asked to secure accommodations there. Rooms booked at the Comfort Suites under the Transition Team block will be direct-billed to the Consensus Council and Transition Team members should not be asked for payment.
- Expense Vouchers and Payments – Reimbursement of Transition Team members for their mileage (\$.55/mile) and meals (state rates) will be made on the basis of expense vouchers submitted to the Consensus Council. Turn-around on reimbursement requests will be completed as quickly as possible, and Transition Team members must submit actual cost receipts for their meals with their expense vouchers.
- Interpreters – To the extent possible a team of at least two interpreters will be available during each meeting. Meeting materials will be provided to the interpreters (whenever possible) prior to each meeting so that they can be better prepared to provide their services.

Review of Meeting Agenda and Materials

The meeting agenda and meeting materials were reviewed. It was explained that the agendas are prepared ahead of time as a joint effort of the Planning Team. Each agenda begins by identifying a set of “Meeting Goals” – those tasks, activities or products that should be accomplished by the conclusion of the meeting. The specific items on the agenda are then planned and sequenced to achieve those outcomes. Certain items are progressive and others are reinforced. With regard to the Transition Team meetings, a review of the consensus-based decision-making process, a review and discussion of the public input (including a 30-minute period for additional public input), the identification of any barriers and needed information, and the completion and review of the progressive survey have been initially identified as agenda items that will be included for each meeting.

Each participant was provided a 3-ring binder with “tabs” that correspond to each of the successive meetings. Materials for each meeting will be 3-hole punched and distributed at each meeting and any handout/presentation materials will, also, be distributed to each participant. Additionally, these materials will be posted and accessible on the NDSD website/Future Services link. The “Meeting Materials” for this meeting were reviewed with the participants.

- Meeting Agenda – October 29, 2009
- Meeting Schedule
- Transition Team Members - List and Contact Information
- Planning Team Members – List and Contact Information
- Excerpt – HB 1013
- The Consensus Process

Consensus-based Decision-Making Process and Ground Rules

The participants were directed to the "Consensus Process" document in their "Meeting Materials" and a review and explanation of consensus-based decision-making process was completed. The review and discussion covered guiding principles, elements and levels of a consensus decision (as follows).

".... A consensus based decision-making process is an effort in which affected parties (stakeholders) seek to reach agreement on a course of action to address an issue or set of related issues. In a consensus process, the stakeholders work together to find a mutually acceptable solution. ..."

"... Each consensus process is unique because the parties design their agreement to fit their circumstances. However, successful consensus processes follow several guiding principles:

- Consensus Decision-making - Participants make decisions by agreement rather than by majority vote.
- Inclusiveness - To the extent possible, all necessary interests are represented or, at a minimum, approve of the decision.
- Accountability - Participants usually represent stakeholder groups or interests. They are accountable both to their constituents and to the process.
- Facilitation - An impartial facilitator accountable to all participants manages the process, ensures the ground rules are followed, and helps to maintain a productive climate for communication and problem solving.
- Flexibility - Participants design a process and address the issues in a manner they determine most suitable to the situation.
- Shared Control/Ground Rules - Participants share with the facilitator responsibility for setting and maintaining the ground rules for a process and for creating outcomes.
- Commitment to Implementation - All stakeholders commit to carrying out their agreement.

Elements of a Consensus-Based Decision

- All parties agree with the proposed decision and are willing to carry it out;
- No one will block or obstruct the decision or its implementation; and
- Everyone will support the decision and implement it.

Levels of Consensus

- I can say an unqualified yes – the "Happy Dance."
- I can accept the decision.
- I do not fully agree with the decision, but I can accept and support it. ..."

The role of the facilitator was discussed stressing their responsibility to remain neutral, to see that the ground rules are observed by everyone, and to guide the

process toward its goals. The facilitators acknowledged the fact that they are not necessarily experts in the subject matter or the vocabulary and requested assistance and forgiveness should they unintentionally offend anyone. Their potential role as a “Devils Advocate” was, also, noted.

The participants reviewed, developed, and agreed to the following ground rules for use at all of their meetings:

Ground Rules

- It’s Your Show/Responsibility
- Everyone is Equal
- No Relevant Topic is Excluded
- No Discussion is Ended
- Respect Opinions/Treat Others the Way You Want to Be Treated
- Respect the Time
- Silence Is Agreement
- Keep the Facilitator Accurate
- Non-attribution
- Rule of Decision
- Media/Open Meeting
- No Substitutes or Proxies
- Have Fun

The participants agreed that cell phones should be turned off or placed on vibrate during the meetings. Further, that there may be circumstances and situations where a participant must excuse him/herself from the meeting to take a phone call outside of the meeting space.

Members of the Transition Team supported the need for everyone to be open to each other’s ideas, but questioned to what extent their ideas, suggestions and ultimately their recommendations would be utilized or adopted by DPI in the broader plan. They asked whether or not there was already a (preconceived) plan. They were assured that there is no preconceived plan, that their input was considered critical to the development of a successful Future Services Plan, and that this is evidenced by the position of the Superintendent of Public Instruction in his appointment letters and opening statements, and the involvement of the Consensus Council.

Future Service Plan Purpose/Goals/Expected Outcomes

Legislative Mandate (HB 1013)

Dr. Gary Gronberg, Assistant Superintendent, ND Department of Public Instruction provided the participants with an overview of HB 1013, including the extensive history of services and planning related to the NDSD, all components that have led to the development of the Future Services Plan Transition Team and the current legislative mandates (requirements). Dr. Gronberg provided the Transition Team members with a series of handouts and materials (to be posted on the NDSD Transition Team website link) that he referenced in his presentation and made the following points:

- Issues and concerns relating to the needs of individuals who are deaf or hard of hearing, and services provided through the NDSD have been with us for a long time (referenced the report to the ND Committee on Institutions, February 15, 1974).
- The current process is not unusual, it follows and proceeds each biennial legislative session. There have been successive reviews, studies, task forces, Blue Ribbon reports, and interim studies. It is consistent with other institutional reviews and represents a continuous effort to provide good and appropriate services and remain good stewards of the taxpayers' money (reference handout materials).
- Future Services Plan (FSP) mandates are included in HB 1013 which is actually the Department of Public Instruction's (DPI) budget bill.
- FSP is a continuation of the study process beginning with the move of the NDSD from the Director of Institutions to Superintendent of Public Instruction and the initial Organizational Status study by Roger Warner through the 2004 Blue Ribbon Task Force and the 2007 and 2008 reports (referenced handouts). It is in effect the DPI asking those involved and affected, without preconceived plans or outcomes, to "Tell us the direction we should be going, including recommendations for cost efficiency, revenue generation to address the return on investment, and overall effectiveness and outcomes."
- DPI and NDSD wish to be open and transparent throughout this process.
- Services to individuals who are deaf or hard of hearing have been expanded, as a result of legislative action in the 2007 legislative session, to include those individuals beyond 21 years of age. And NDSD, presumably, fits within this service continuum. This is similar to the mandate given to the ND School for the Blind in 1989.
- We are not here with the intention of closing NDSD. If, as a result of needs and services that becomes a part of the plan for the future, then so be it.
- The legislators have visited the campus and surveyed the buildings and grounds, just as they do with other institutions (ND State Hospital, the Developmental Center at Grafton, etc.). They have reviewed the various studies and reports (including the one completed in August of 2008 by the National Center on Severe and Sensory Disabilities at the University of Northern Colorado) and looked at how other states have begun to address services needs and provision (NE students are served in Iowa).
- The legislature directed that the FSP be funded through budgetary savings from the salary of the NDSD superintendent.
- The FSP is to be an in depth, concentrated study for providing information/recommendations to the legislature.

Transition Team members engaged in a discussion of the information Dr. Gronberg presented and made the following observations and comments:

- The legislature is not just concerned about dollars and cents issues. Their #1 concern is "doing what is best for students in NDSD and individuals who need services statewide."
- Social interactions have been raised as a consideration, also. With the concern that there may be too few opportunities in/at the institution.

- There is concern that with the level of cost compared to the number of students served a “tipping point” may be reached.
- There have been concerns that the Legislative Council’s process for developing its report to the Higher Education Interim Committee was not scheduled and organized to involve some of the interested parties, specifically, their visit to MSU during which the Special Education Department was not a participant. It was noted that MSU wants very much to be an active participant in future teacher preparation efforts. In response it was acknowledged that often times legislative visits are more budget, than policy directed, and that this seems to be a result of the limited number of available legislators to staff the committees. Additionally, unless legislators are adequately informed and “connected” with an issue, their focus can be fairly narrow, i.e., NDSD’s large campus serving only 25 students.
- Change is not to be considered a “bad” thing. But it should be done for good and specific reasons, not for its own sake.
- The example of Saskatchewan, Canada’s process of closing their school for the deaf with the result that services were severely curtailed. It was noted that “inclusion is a process and not a place.” In the case of Saskatchewan, when the place went away, so did the services (Holly Pedersen agreed to research this issue and provide the Transition Team with specific background and research data on the Saskatchewan experience).
- The direction of the legislature (Century Code citations) and the emphasis of this initiative must be on education as a “lifelong process.”
- This effort should not be another study group. As illustrated in Dr. Gronberg’s presentation, there have been numerous studies to date. The expectation of the participants, the legislature and DPI is that action needs to be taken. This is supported by the Higher Education Committee’s summary of October 2008, in which it rejected DPI’s recommendations and developed separate bill to address the issue.
- The desire for a consensus approach to Future Services is outlined in the Letter to the Editor by ND Senator John Andrist (following a visit to NDSD) published in the Divide County Journal stressing the need for “Keeping Open Minds for Constructive Change” and the response from Dr. Sanstead thanking him, affirmed that DPI does not have a preconceived plan/idea, and underscoring DPI’s goal to identify needs, gaps in service, and to expand efforts to meet those needs (Dr. Gronberg will provide participants with copies of the relevant documents).
- Individuals who are deaf or hard of hearing must have a place in the process. They should be respected and their opinions and suggestions taken seriously. The authors of the Colorado/National Center study did not even visit the state and did not address some of the concerns and issues (using NDSD to attract students from other states). Although there were time constraints that had to be addressed, care and consideration should be given to people who “live” the situation and have opinions and information (Gallaudet University).
- This is a true opportunity for North Dakota. What it decides to do here can become a national model (like what was done with the ARC lawsuit and the state’s Developmental Disability system).

- The Transition Team will need to obtain additional information as it does its work over the coming months. This should include information from other states and other processes, but the Transition Team must be willing to (and free to) develop its own recommendations.
- Our review and consideration must not be limited to NDSD students, but should include students who are deaf or hard of hearing throughout the school systems in the state. Outcomes and requirements are the same (Adequate Yearly Progress –AYP – and No Child Left Behind – NCLB).
- We need to evaluate costs for service to NDSD students and community students by using an approach that includes all external service costs – a “true” cost formula.
- We should focus on what North Dakota needs. Because it is in a good position financially, unlike other states, there are some real opportunities. We should be leaders rather than just followers.

HB 1013 – Process and Expected Outcomes

Carmen Grove Suminski, Superintendent, ND School for the Deaf and Superintendent of North Dakota Vision Services/School for the Blind provided the participants with a PowerPoint presentation on the Process and Expected Outcomes of HB 1013/NDSD Future Services Plan (handouts were provided and will be posted on the website link). Bob Rutten and Nancy Skorheim originally developed this presentation to share information with the NDSD staff regarding “what has happened and what will happen” with the Transition Team process.

In conjunction with the prepared materials, Ms. Suminski made the following points:

- There is a need to focus on exploring what other states have done, are doing and would be willing to do. Developing partnerships will be important. She further noted that representatives on the Transition and Planning Teams will be attending a regional conference in Faribault, MN, and they will report on this during future Transition Team meetings.
- The Planning Team invested a great deal of time and thought in the decisions regarding the selections and appointments to the Transition Team. The responses have been positive.
- The “profiles” required by the legislation identify “new populations” including aging adults. Considerable work will have to be done to secure the necessary information to make good decisions.
- No one study or plan is or should be promoted. Rather, information regarding various efforts and ideas, state and national trends, and other research data and models should be used to help North Dakota build its plan.
- The Planning Team will be responsible to help identify and secure the necessary information to enable the Transition Team to complete its work.
- This will be a difficult and at times potentially controversial process. Use of a consensus approach and the role of the Consensus Council will help us to formulate recommendations that all of you can support.
- The NDSD Transition Team website link will have all Transition Team-related documents posted on it and mailings can/will be done for those who don't

have Internet access (information will be shared through the NDSD newsletter).

- The timelines will be tight and the process will cover the next 9 to 10 months. It is a major investment for the Transition Team members and their involvement and active participation are and will be greatly appreciated.

Transition Team members engaged in a discussion of the information provided by Ms. Suminski and made the following comments and observations:

- The ND School for the Blind did not use a process like this when they closed their residential program. At that time, the legislature mandated its closing and redirected its funds to the provision of community services and outreach. This was a major transition that took some time to complete. Initially, specific services outside of the Grand Forks area were limited. Now, staff are located in 6 regions of the state with services including consultation, evaluation and instruction in vision specific areas (i.e. Braille, Braille music, assistive technology, daily living skills, vocational/careers, orientation and mobility, functional vision). Major renovation has been completed in compliance with the mission to include instruction centers and housing for individuals receiving intensive services. A similar effort in Nova Scotia (1994-1995) served as a good model at the time.
- The School for the Blind had a limited outreach program when the residential program was closed, so from that perspective, NDSD is ahead, because it has a functioning outreach program in place.
- Ms. Suminski was complimented on her work, commitment and accomplishments.

Transition Team Role

Based on the discussions and information presented, the proposed role of the Transition Team was described, discussed and affirmed by the Transition Team:

The NDSD Future Services Plan (FSP) Transition Team (TT) has the unique opportunity to assume an active role in the development and implementation of policies and decisions that will shape and change the service environment for individuals who are deaf or hard of hearing in the state.

#1 – The TT is **responsible** to assess the current services provided by and uses of North Dakota School for the Deaf (NDSD), evaluate and consider the current and future needs of the individuals who are deaf or hard of hearing, and provide recommendations for NDSD's future use.

These recommendations will become a part of a larger plan for the provision of services to individuals who are deaf or hard of hearing throughout the state that the Department of Public Instruction will present to the ND Legislature.

#2 – The TT is **encouraged** to explore the array of potential options and think creatively without undue influence or pressure from others.

#3 – The TT is **empowered** to identify and make sensible, consensus-based recommendations based on the current and anticipated future service needs of the deaf and hard of hearing citizens of the state.

The Transition Team members discussed their role and the expectation regarding their representation of constituencies and other interested parties in general and agreed that:

- Transition Team members have been chosen and appointed because of their experience, their knowledge, their relationships to others who are stakeholders, and their commitment to services for individuals who are deaf or hard of hearing. As a result, they may be called upon to “wear many hats” during this process and serve as a communications conduit (to and from) others who are not specifically seated at the table. This makes them responsible to share this information, but does not require that the information is necessarily reflective of their own position(s).
- The process is public, accessible in many ways, and transparent. And every effort will be made to encourage, receive, share and consider input from interested, concerned parties not at the table.

Values Clarification and Discussion

Participants were asked (within the context of the meeting process and information that they have received so far) to identify the values that they consider critical to assessing and evaluating any decisions, recommendations or plans that they will be making. These values will be reviewed periodically, and will be posted along with the groups ground rules at each meeting.

- The focus will be on the people who need/receive/use the services.
- Services will be of the highest quality – the “best.”
- The plan/services will be need-driven, responsive and flexible.
- All activities and recommendations will reflect a leadership role that is current, and creative.
- Related laws and regulations will be identified and respected.
- Fiscal responsibility and good stewardship will be stressed.
- Efforts will reflect a broad focus and the inclusion of all deaf/HH programs in the state.
- The process will reflect a comprehensive approach to the needs of adults who are deaf or hard of hearing.
- Recommendations will be based on a continuum of services for all individuals who are deaf or hard of hearing from infancy to old age.

Identification of Additional Data, Information, and Education Materials/Presentations

The Transition Team members agreed that a variety of extensive, specific information will be required in the next 9 months in order for them to be fully informed in their process. They expressed the need for the review of existing materials and reports, and the need for the generation or gathering of data and material that may be new. This should include a review of the research and

literature and the potential of alternate methods of gathering data (anecdotal and testimonial). They emphasized their desire for reliable, sourced materials that will allow them to make the necessary (apples to apples) comparisons. They agreed that they would visit their information and research needs during each of their meetings and would attempt to be as specific as possible in outlining their needs to the Planning Team.

1. A Needs Assessment for Adults to include:
 - Education and services needed to help with work and other adjustments;
 - Mental health and medical care;
 - Interpreter services; and
 - Independent living skills.
2. Profiles (as indicated in HB 1013) to include:
 - Adults;
 - Individuals with LA hearing loss; and
 - Seniors.
3. Baseline information regarding specifics on the services that are currently available/provided:
 - The current array of services available, their locations, eligibility, costs and identification of the service providers; and
 - Total numbers of individuals (within each profile group) needing services vs. those who are actually accessing/receiving them.
4. Information regarding current and past NDSD students:
 - Yearly enrollment figures for the past (40?) years;
 - Annual budget and cost figures for the past (40?) years;
 - Projections and explanations of why the enrollment numbers have and continue to decline;
 - Long-term budget numbers for NDSD;
 - Comparative cost numbers for NDSD students (residential) and community-based students ("true" cost comparisons considering residential and ancillary services – this would include equal access to any "related services necessary for a student to benefit from education" – it was specifically requested that this information be provided at the next Transition Team meeting); and
 - Data concerning the transition paths of NDSD students and community-based students for the past 5 years – longer if available:
 - Post-secondary training/college;
 - Current job status; and
 - Ending grade level achievement in math and reading.
5. A review of currently available assistive technology and future trends.
6. Background information and reports regarding specific initiatives by other groups, states, provinces, etc. – specifically information regarding the "Saskatchewan experience."
7. A review of the research and literature to help identify needs and trends.

8. Profiles of ND students (NDSD and community-based) to include:
 - Hometown;
 - Grade;
 - Age;
 - Ethnicity;
 - Who/What agency placed the student;
 - Primary disability;
 - Secondary disability;
 - Degree of hearing loss;
 - Assessment data to include:
 - Grade level achievement in math and reading; and
 - Intelligence range;
 - Yearly state assessment used (NDSA/NDAA1/NDAA2).
9. Demographic trends in ND from State Data Center (it was noted that this information is already available and the participants did not feel a presentation was necessary at this time, but reserved the option of such a presentation at a later date).

Values/Principles (Transition Team Progressive Survey)

The participants were given and they completed a progressive survey. The survey was developed and will be used as an anonymous comparison of the thoughts and attitudes of the Transition Team as they move through the planning process. It consists of ten (10) statements relating to various issues they may address during the planning process. The team members are asked to indicate whether they agree, disagree, or are neutral about each statement and the results of each meetings surveys will be tabulated and review by the participants at each successive meeting.

Summary Comments

- There was too much on the agenda – we were not able to cover all of the items.
- I was impressed with the level of commitment/investment by the members of the Transition Team and DPI.
- I feel very positively about the level of quality and professionalism of the participants.
- I think we have made a wonderful beginning. The Transition Team members represent a variety of groups and viewpoints, and we have started at a good level of teamwork - I think it will continue.
- I am very positive - optimistic that the state wants to do something beneficial for people who are deaf or hard of hearing.
- There was a high level of respect demonstrated for one another.
- I agree with the observation about respect and would add camaraderie.
- I think we have made a good start. I am glad that my previous experience has provided me with some background/detail before coming here.
- I am optimistic. I am excited that we have a clear direction and plan for action rather than just review and discussion.

Public Comment/Input

No one was present to provide any public comment. It was noted that the "Public Comment/Input" process will be publicized and included at each meeting. This opportunity, combined with the representation and availability of the Transition Team members and the website comments, will be promoted to encourage the input of all interested parties.

Adjourn

Due to time constraints all of the planned agenda items were not covered during this meeting. The informational presentations will be rescheduled with the direction and support of the Planning Team, to other meetings.

The meeting was adjourned by consensus of the group.

Next MeetingsPlanning Team Meeting

Wednesday, November 4, 2009

10:00 a.m. to Noon

Face-to-face and via conference phone

Transition Team Meeting

Thursday, November 19, 2009

9:00 a.m. to 4:00 p.m.

Comfort Suites

Bismarck, ND